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ABSTRACT

In compliance with the Teacher Education Center Act of 1973 (Section 231.608, Florida Statutes), a select group of Florida educators, Department of Education members, and State Council on Teacher Education Centers (TEC's) representatives developed proposed criteria for both the evaluation of teacher centers and evaluation of the evaluation methods. The proposed criteria explored four areas of TEC assessment: (1) the rationale behind TEC's; (2) the extent of collaboration and participation of TEC users; (3) the description of programs or activities of TEC's; and (4) the adequacy and availability of resources a given TEC may or may not provide. This document describes the theory and design of the evaluation methods and criteria and includes discussion of the conceptual views involved in the Florida TEC program. A bibliography of 13 sources is appended. (LH)

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CRITERIA FOR EVALUATION OF TEACHER EDUCATION CENTER PROGRAMS

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I. INTRODUCTION

The proposed criteria were to be developed by a selected group of Florida educators, the Florida Department of Education and the members of the State Council on Teacher Education Centers to assist local teacher education centers in evaluation of TEC programs in compliance with the Teacher Education Center Act of 1973 (Section 231.608, Florida Statutes).

The law provides for the evaluation of teacher education center objectives and activities through an annual report submitted to the State Council for Teacher Education Centers, and also establishes requirements for the State Council to review the annual reports and submit the evaluation to the appropriate authorities.

Thus, the proposed criteria were to be developed exploring four essential areas in TEC evaluation: (1) the rationale, (2) the extent of collaboration and participation, (3) the description of programs or activities and (4) the adequacy and availability of resources.

Purposes and Objectives

There were two purposes to be achieved through the cooperative endeavor: (1) to develop criteria for evaluation of teacher education centers; and (2) to develop criteria for evaluating the evaluation activities of TECs. It was our hope that the use of developed criteria would enable the local

teacher education centers and members of the State Council on TECs to achieve the following objectives:

1. To identify reasons for TEC program evaluation.
2. To determine the extent of collaboration and participation by different role-groups.
3. To examine the extent and adequacy of program achievement in relation to the TEC objectives.
4. To identify needed resources for TEC evaluation.
5. To develop recommendations for the improvement of TEC programs.

Assumptions

In addition to the purposes and objectives, two assumptions guided our endeavors:

1. A collaborative effort, including teacher organizations, school administrators, universities, and the state Department of Education is essential if TEC programs are to be improved.
2. The reconceptualization of teacher education center evaluation is timely.

Scope of Study

The scope of investigation centered upon the identified provisions of Sections 231.603 and 231.608(1), Florida Statute -- The Teacher Education Center Act of 1973, and the annual reports submitted by the existing

teacher education centers, during the period of 1974-1979. In addition to the legislation and annual reports, the study focused on the conceptual views of program evaluation and teacher centers advocated by experts and scholars in the literature reviewed.

Rationale for Proposed Criteria

1. The proposed criteria were developed to help teacher education center councils in evaluating their programs and to facilitate evaluation activities as outlined in Section 231.608 of Florida Statutes. These criteria were developed not only to examine the worth, effectiveness and adequacy of TEC programs, but also to obtain information useful for program improvement. It is hoped that data generated by these criteria should provide assistance to those who are responsible and interested in the improvement and the quality of TEC programs.

2. An urgent need for the development of evaluation criteria and procedures has been emphasized in a report entitled, "A Review of Policy and Policy Implementation" published by the Department of Education (May, 1977). It was recommended: the Commissioner of Education should assign, as a priority activity, the development of procedures for systematic evaluation of teacher education center programs, fulfilling evaluation functions outlined in the Statute.

3. An examination and review of existing TECs and the State TEC Council records revealed that (1) there had been no standards or criteria to evaluate teacher education centers, and (2) reports from TECs emphasized quantitative rather than qualitative assessments. The proposed criteria were developed to assist in developing qualitative measures.

4. The proposed criteria call for TEC Councils to develop Statements of Policy regarding evaluation. These statements should include at least four requirements for evaluation: (1) the rationale for TEC evaluation, (2) the documentation of the extent of collaboration and participation, (3) the descriptions of programs and (4) the assignment of responsibility and resources for evaluation.

5. It is hoped that the use of the proposed criteria for the evaluation of TECs will (1) focus the attention of the educational community to re-examine the purpose and potential of TECs in Florida and (2) stimulate and open communication among and between the groups having a stake in TEC programs and activities, and (3) assist the State Council on TECs in carrying out their legislatively assigned duties and responsibilities.

Design of Study

This study actually originated through a discussion held between the investigator (Zohra Setranjiwalla) and Dr. William Drummond (University of Florida) regarding the process of evaluation utilized in evaluating TECs in Florida. As a result of the discussion, an urgent need for developing criteria was felt with an emphasis on qualitative rather than quantitative evaluation. Following the discussion, a proposal (Appendix: A-1) was presented at the meeting of the State Council for TECs held on June 12, 1978. The proposal received favorable responses from all the members of the State TEC Council; since the need for developing a process for evaluation was one of the agenda items of the council meeting. The Council officially adopted the proposal and resolved as follows:

> ". . . that the Council endorse the efforts of both Cyndee Hutchinson and Zohra Setranjiwalla, do what is possible to assist them, if no more than to provide a letter of endorsement which might be used by them as they work with local teacher education centers." The Motion was passed unanimously (The minutes of the Florida State TEC Council, June, 1978).

Following the meeting, an extensive literature review on evaluation studies was carried out and a Conceptual Evaluation Plan (Appendix A-2) was developed to carry out the study. This conceptual evaluation plan was discussed with Mr. James Parris and Dr. Drummond in order to determine the feasibility and the relationship of the plan to the actual needs of practitioners in the field; both approved the plan and offered suggestions.

The conceptual plan identified five major areas of investigation: (1) the rationale for the evaluation of TECs (2) the data for evaluation, (3) the role of the evaluator (4) the design of evaluation and (5) the resources and facilities available for evaluation. The investigator then proposed criteria for each of these major areas.

An Action Plan (Appendix A-3) carried out for ten weeks had these four major components:

1. A document search
2. A proposal of initial criteria
3. The try-out of the proposed criteria at TEC sites
4. The final report on TEC evaluation

Both the visiting team members and the selected TEC Council members (Appendix B-1,2,3,4,5) participated actively and made valuable contributions; the process of TEC site visitations ensured that they help a great deal in the development of criteria for the evaluation of TECs in Florida, reported herein.

Part II of this report describes the status of evaluation at the local TEC level and at the State TEC Council level. Part III reviews the process utilized in the development of criteria. Part IV presents the set of developed Criteria for Evaluation of TECs in Florida. Part V enumerates actions taken to date and actions planned and recommended.

II. THE STATUS OF TEC EVALUATION

A document search was carried out by the investigator for three weeks at the office of the Department of Education, Tallahassee, to accomplish two purposes:

1. To ascertain the status of TEC evaluation.
2. To determine the methods or criteria, if any, being utilized in evaluation by the existing local TECs and the State TEC Council.

The document search was confined to the examination of three major categories of TEC documents: (1) the annual reports of the local TECs, (2) the evaluation reports of the local TECs and (3) the minutes of the State TEC Council.

Evaluation at the Local TEC Level

The status report was prepared using the Data Matrices (Appendix: A-1) devised by Robert Stake for responsive evaluation.

The Status Report on TEC Evaluation

	Objective Description	Personal Judgment
1.	All the TECs are required to submit an annual evaluation report, yet some TECs submit it at the end of the third year.	The annual submission of the evaluation report, if required from all, would help in determining the status of TEC programs.
2.	The evaluation report is submitted on a regular, established schedule designed by the DOE.	The schedule lays emphasis on quantitative information about TEC programs.

	Objective Description	Personal Judgment
3.	All the centers have reported data sources such as minutes of meetings, surveys, etc. in the column of 'Evaluation Procedure' stated in their proposals.	The term evaluation procedures has been equated with the system of filing and documentation.
4.	All the TECs have submitted a 'needs assessment plan' in their evaluation procedures.	There seems to be a heavy emphasis on the evaluation of needs assessment, because it is a major activity in almost all TECs.
5.	The evaluation records submitted by some of the TECs consist of Program Schedules, a copy of the Master Plan, etc.	The evaluation records submitted by some of the TECs include irrelevant material and do not contain any evaluative statements.
6.	Most of the TECs have submitted their evaluation results on a regular schedule in one or two statements.	The evaluation results submitted by the TECs do not indicate any purpose, data, or criteria used in the evaluation process.
7.	The time span for the evaluation of TEC programs varies from one to three years.	There is no systematic, regular or periodical plan of evaluation.
8.	Some TECs have submitted a separate proposal for the purpose of evaluation, seeking separate resources for the purpose.	Most of the TECs have totally ignored resources for the evaluation of TEC programs.
9.	The number of programs and center staff vary from 1 to 175 and from 1 to 25 respectively in a year.	There needs to be some criteria for effective management of programs and for center staff in terms of numbers.

Evaluation at the State TEC Council Level

1. The State TEC Council has kept a record of the annual evaluation reports submitted by the local TECs in Florida.

2. The TECs annual reports (1977-78) have been summarized and quantitative data have been tabulated in relation to center operation, objectives, participation, revenue and expenditures (Appendix C-1).

3. The State TEC Council dealt with the issue of TEC evaluation twice in two years (November, 1978 and June 12, 1978).

4. The minutes of the State TEC Council's meeting held in November 1978 has documented the role of the State TEC Council in relation to TEC evaluation as follows:

> . . . It is felt that the Council should be funded for any evaluation it makes, and Dr. Wilk asked that the Task Force take another look at dual funding.
>
> . . . It was agreed that TECs must be evaluated because they are mandated. It was also agreed, however, that it should not be the State Council's personal responsibility to personally evaluate each TEC. Council members felt TEC needs would be best served by altering the Master Inservice Plan (MIP) evaluation format to accomodate TEC evaluation and by having a State Council member as a part of MIP evaluation teams.

5. The State TEC Council members exhibited interest in the plans presented by Cyndee Hutchinson and Zohra Setranjiwalla at the meeting held on June 12, 1978. The Council felt that both the studies would lend support to the Council's efforts to determine evaluation procedures; and the following motion was passed unanimously.

> . . . that the Council endorse the efforts of both Cyndee and Zohra, to do what is possible to assist them, if no more than to provide a letter of endorsement which might be used by them as they work with local centers.

Thus an examination and review of the TEC documents in relation to the evaluation of TEC reveals the following:

1. There have been no standards or criteria, to date, to evaluate the existing teacher education centers.
2. The reports submitted by the local TECs emphasize quantitative rather than qualitative assessments.
3. The need for developing qualitative measures has been expressed as a priority issue.

III. THE PROCESS FOR DEVELOPING CRITERIA

The process used for developing criteria was mainly a group process; which provided an opportunity to the educational community to reexamine the purposes and potential of TECs in Florida. The group process also stimulated and opened communication among and between the groups having a stake in the TEC programs and activities.

Team Visitation to TEC Sites

This group process for developing the criteria began with a plan for team visits (Appendix: B-1 to B-5). The three centers selected at random for team visitation were Alachua County TEC, Northeast TEC, and Polk County TEC. The purpose of the team visitation was to try out the proposed criteria, initially developed by the investigator on the basis of data gathered through the document search and literature review on TEC program evaluation. The team visitation provided an opportunity for nine different role-groups: (1) teachers, (2) principals, (3) administrators, (4) TEC directors, (5) citizens, (6) college professors, (7) school board members, (8) DOE representatives and (9) teacher organization representatives; to directly participate in the development of criteria and exchange their views on the process of TEC evaluation. The Table 1 given below indicates that a total of 65 TEC members, representing the nine different role groups, participated in the process for developing the criteria for TEC evaluation.

TABLE I

TEC SITE VISITATION PARTICIPANTS

No. of Participants	Alachua	Northeast	Polk	State TEC Council	TOTAL
Teacher	7	7	8	6	28
Principal	2	0	1	1	4
Administrator	1	3	2	0	6
Director	2	2	2	0	6
Citizen	1	0	1	0	2
Professor	3	2	3	2	10
School Board Member	0	0	0	1	1
DOE Representative	1	1	1	1	4
Teacher Organization Representative	1	1	1	0	3
Session Leader (Same Person)	1	(1)	(1)	(1)	(1)
TOTAL	19	16	19	11	65

Table II given below indicates the schedule of TEC visitations. There were a total of four visits, organized at an interval of six to seven days approximately. Originally, three visits to the TEC sites were planned; later on, another visit to the State TEC Council was organized after consultation with Mr. Parris and Dr. Drummond. Unfortunately, the time (Appendix: B-5) allotted by the State TEC Council for team evaluation was inadequate, and the regular schedule had to be modified in terms of time and the processes designed for developing the criteria. However, the visit to the State TEC Council proved very helpful in policy-decision making in the evaluation of TEC programs, as is evident in Part V of this report.

TABLE II
SCHEDULE OF TEC VISITATION

Visiting Team	Place	Date	Time
Team #1	Alachua County TEC Gainesville, FL	January 11, 1979	10:00-3:00
Team #2	Northeast TEC Consortium Palatka, FL	January 17, 1979	10:00-3:00
Team #3	Polk County TEC Bartow, FL	January 25, 1979	10:00-3:00
Team #4	State TEC Council Tallahassee, FL	February 8, 1979	10:30-11:50

Administration of Criteria

The process of development began with the presentation, by the investigator, of an overview and rationale for proposed criteria (Appendix D1-2). The next task before each team member was to help develop the proposed criteria by sharing experiences, knowledge and ideas on TEC program evaluation. Each participant was expected to engage in the following five activities:

1. Read an overview of the concepts.
2. Develop the criteria and respond individually, keeping in mind the following:
   A. Instructions (Appendix D-3a)
   B. Ground Rules (Appendix D-3b)
   C. Questions (Appendix D-3c)
3. Share the individual responses within a small group.
4. Discuss how the criteria items might be improved.
5. Prepare and share small group reports.

Four sessions were conducted to work on four sections; A,B,C, and D respectively (Appendix C-2). All the five activities mentioned above were carried out during the process of each session.

Revision of Initially Proposed Criteria

Initially the proposed criteria consisted of four sections: A,B,C, and D; comprising the total of 13 criteria and 69 items as shown in Table III.

TABLE III
NUMBER OF PROPOSED AND REVISED CRITERIA ITEMS

THE PROPOSED CRITERIA	Originally Proposed	First Revision	Second Revision	Third Revision	Fourth Revision
A. Rationale for TEC Evaluation 1. Statement of Policy 2. Regularity in Evaluation	9	14	11	12	12
B. Extent of Collaboration and Participation 3. Collaboration 4. Participation 5. Incentives 6. Role Groups	30	38	43	43	45
C. Description of Programs 7. Necessary Activities 8. Achievement	10	10	10	10	10
D. Assignment of Responsibility and Resources 9. Responsibility of Evaluation 10. Evaluation methods 11. Adequacy of documents 12. Adequacy of resources 13. Availability of resources	20	20	21	21	21
TOTAL	69	82	85	86	88

The proposed set of criteria was revised after each team visitation. During the process of revision an attempt was made by the investigator to incorporate all the appropriate responses and comments offered by the team participants. Thus, during the process of four revisions, a total of 19 new items were added (See Table III).

Each criterion consisted of two parts: a checklist and comments. Two basic principles guiding the selection or retention of items were (1) responses given on the checklist; and (2) comments offered by the individual respondent or through the group reports. The investigator eliminated all those items which were rated as "n" (Not applicable). During the process of development, respondents were asked to attend to the qualitative rather than quantitative aspects of the checklists.

During the four revisions of the proposed criteria, the investigator observed the following:

1. The number of sections and the number of criteria initially proposed remained unchanged.
2. Nineteen additional items were suggested and the total number of items were increased from 69 to 88 items.
3. A number of items were rephrased or modified to convey the appropriate connotation of the item proposed.
4. A number of new items were included in order to broaden the concept of terms such as 'evaluation', 'collaboration', 'programs', 'participation', and 'effects'.

IV. CRITERIA FOR EVALUATION OF TEC PROGRAMS

The developed set of criteria for evaluation of TEC programs examined the philosophy, objectives and functions of teacher education centers in relation to the intent and purposes of the Teacher Education Center Act of 1973. Thirteen criteria, organized into four sections, dealt with four major components of TEC programs.

Section A — RATIONALE FOR TEC EVALUATION

1. Statement of Policy
2. Regularity in Evaluation

Section B — EXTENT OF COLLABORATION AND PARTICIPATION

3. Collaboration
4. Participation
5. Incentives
6. Role Groups

Section C — DESCRIPTION OF PROGRAMS

7. Necessary Activities
8. Achievement

Section D — ASSIGNMENT OF RESPONSIBILITY AND RESOURCES

9. Responsibility for Evaluation
10. Evaluation Methods
11. Adequacy of Documentation
12. Adequacy of Resources Available
13. Availability of Outside Resources

Each of the four sections contained three major components:

I. Conceptual View

II. Criteria

III. Comments

Conceptual View

The evaluative criteria were developed and based on the conceptual views advocated by experts and scholars in the literature reviewed on teacher education centers as well as program evaluation. Thus the two components, the conceptual view and the criteria, were considered as two sides of a coin, since they are interrelated and essential for an effective evaluation of TEC programs.

Criteria

The checklist was developed from provisions, conditions, or characteristics outlined in Section 231.600 of the Florida Statutes.

The use of the checklist required five letters:

E	Essential
D	Desirable
L	Limited
M	Not desirable
N	Not applicable

Comments

The criteria items were designed to assist the TECs in giving an accurate and appropriate description of TEC programs and not to force

a description into a certain pattern. Thus, if the particular criterion did not deal with certain phases of the TEC program which the TEC Council members thought were important, they were encouraged to add descriptions or comments on these features in the appropriate comments section.

TEACHER EDUCATION CENTERS: A CONCEPT

A first essential in developing proposed criteria for TEC program evaluation is to bear in mind the philosophy, objectives and functions of teacher education center programs. The teacher education center programs include the following:

- Career-long teacher education to help teachers keep pace with the changing and diversified systems of instruction (continuity between preservice and inservice).
- Cooperation and collaboration among teachers, school districts, and colleges or universities which allow for the emergence of new training strategies and procedures.
- Commitment to shared power among involved agencies to encourage new kinds of collaborative models.
- Pooling of resources in an organized effort to promote widespread use of new educational material and equipment for greater benefits for each agency in the teacher education center.
- Field-based preservice teacher education to provide greater involvement in actual on-going classroom experiences.
- Broader focus on inservice training to maintain skills for present roles and prepare for new roles and responsibilities. (A Report: State Council for TECs: Annual Report, 1975, p. 2).

SECTION A: RATIONALE FOR PROGRAM EVALUATION

CONCEPTUAL VIEW

Program evaluation is a process by which relevant data are collected and transformed into information which can be used for decision-making. Caheen (1971) defines evaluation as a "rational process" of reaching a decision about the worth of something. The "something" may be the quality of a new version of a science program or curriculum, a film strip, a new model of the tape recorder to be used in schoolrooms, a teaching method, etc.

According to Harris (1968), evaluation is "the systematic process of judging the worth, desirability, effectiveness, or adequacy of something according to definite criteria and purposes. He gives six basic steps in evaluation:

1. Decide what to evaluate.
2. Determine the purpose or role of the thing which is to be evaluated.
3. Establish criteria traits and standards.
4. Collect observation data.
5. Compare the observation data with the criteria standards.
6. Draw conclusions relative to the extent to which the observation traits measure up to the criteria standards.

Reasons for Evaluation

What should the evaluation of teacher education programs encompass? The answers given to the question by experts in the field vary widely. It is possible, however, to list some of the reasons on which there is wide, if not universal, agreement; such as:

1. The primary purpose for evaluating teacher education programs is to provide information which can be used in making decisions about the programs.

2. Evaluation should be useful in helping people see how programs can be improved, rather than being used extensively for terminal decisions.

3. Evaluation should be used for describing and judging the nature and quality of educational programs.

4. Evaluation efforts should be helpful to examine short-term and long-term objectives as well as the intended and unintended effects of the program.

CRITERIA

RATIONALE FOR TEC EVALUATION

1. Statement of Policy

The teacher education center (TEC) Council has a policy statement which is used to facilitate internal and external evaluation of TEC programs and activities; addressing the following as a minimum: _____

A. The Rationale for Evaluation of TEC Programs _____

B. An Evidence of Collaboration and Participation _____

C. A Description of TEC Programs to be Evaluated _____

D. Assignment of Responsibility for Evaluation and Allocating Resources Available for TEC Evaluation _____

2. Regularity in Evaluation

The TEC Council regularly and annually evaluates its programs and operations to: _____

a. provide information for decisions _____
b. provide feedback to collaborating parties, e.g., university, DOE, school board members, teachers _____
c. identify areas which need improvement _____
d. ascertain financial cost of TEC program and practices _____
e. determine the role TEC plays in improvement of specific programs _____
f. suggest new directions for program modification _____

Criteria: No. & Item	COMMENTS

SECTION B: EXTENT OF COLLABORATION AND PARTICIPATION

CONCEPTUAL VIEW

The purposes, intent and policy of the Teacher Education Center Act of 1973 indicates that teacher education is best carried out through the collaborative efforts of the colleges and universities, the schools, and the community.

In order to view the collaborative efforts as "a challenge", more than "contractual cooperation", Drummond and Nuernberger (1974) have listed the requirements for collaboration:

1. Some common goals, some mutual pay-off
2. Equitable power
3. Commitment to cooperation
4. Openness to the influence of others, shown by a willingness to change one's outlook, expectations and ways of working
5. Clear assignment of roles and responsibilities
6. Agreeable acceptance of assigned roles and responsibilities
7. Structure which provides participant freedom to make the necessary day-to-day decisions to keep the project moving, to act independently
8. More time, more money and/or the reallocation of the resources
9. Continuing innovation, stimulating enterprise to keep the venture from dying of boredom

The literature on collaboration reveals that the most important requisite for successful collaboration is "the ability of participating members to communicate meaningfully."

Edelfelt and Lawrence (1975) advocate "deliberate interventions" to promote collaborative efforts in inservice education. They suggested strategies such as: consciousness raising; identification of institutional

and personal interest, including the hidden as well as the obvious agenda; dialogue among all parties about common interests and priorities; consensus on the specific areas of collaboration to be tried and specific roles to be assigned; establishment of a support system; and trial efforts with built-in adjustment procedures.

Using the Stake's terminology, Reed (1978) designed an instrument to aid in the examination of the collaborative process. She believed that the use of the designed instrument should allow the teacher education centers to address three questions:

1. What criteria must be present in order to have successful collaboration between individuals and interest groups?

2. Is there congruence between the TEC participants' intents (values) as they relate to collaboration, and their perceptions as they relate to the center's collaboration and experts' standards?

3. If there is not congruence, are the participants' intents unrealistic or is the collaboration, as perceived by the participants, insufficient?

Reed hoped that the instrument would provide teacher education centers with some "direction" for improving their collaborative efforts.

CRITERIA

EXTENT OF COLLABORATION AND PARTICIPATION

3. Collaboration

The TEC Council evaluates the provision of evidence of collaboration between and among the colleges, universities, the schools, the teaching profession and the community through TEC's: _____

a. Policies -- reflect and promote shared decision making _____
b. Objectives -- meet individual and shared needs of collaborating units _____
c. Activities -- appropriate for collaborating units _____
d. Communication -- provides feedback between and within role groups _____
e. Decisions - -sensitive to the needs/concern of participating institutions/organizations _____

4. Participation

The TEC Council examines the extent of involvement and participation by collaborating organizations and institutions in: _____

a. identifying needed programs for TEC participants _____

b. designing and developing needed programs _____

c. implementing the needed programs _____

d. evaluating programs to meet the identified needs _____

e. evaluation done by collaborating units _____

5. Role-groups

The TEC Council examines participation in inservice activities or programs by different role-groups such as: ____

a. classroom teachers/counselors ____
b. preservice teachers ____
c. para-professionals ____
d. principals ____
e. district central administrators/supervisors ____
f. bus drivers ____
g. cafeteria workers ____
h. custodial staff/maintenance workers ____
i. citizens advisory committee members ____
j. school board members ____
k. parents ____
l. substitute teachers ____
m. non-public school teachers ____
n. secretarial/clerical staff ____
o. university staff ____
p. others _____ ____

6. Incentives

The TEC Council examines provision of incentives provided to: ____

a. teachers ____
b. para-professionals ____
c. university faculty ____
d. university students ____
e. administrators/supervisors/principals ____
f. school as a unit ____
g. others _____ ____

The types of incentives include:

a. university or college credit ____
b. opportunity to engage in professional growth activities ____
c. released time from regular responsibilities ____
d. direct compensation ____
e. salary increment or promotion ____
f. financial resources for individually proposed project material, travel, etc. ____
g. financial resources for individually proposed research and development ____
h. inservice points ____

Criteria: No.& Item	COMMENTS

SECTION C: PROGRAM DESCRIPTION

CONCEPTUAL VIEW

Fogel (1973) assumes that the success of a program can be determined by measuring the difference between "stated" goals and "actual achievement" of those goals. Stake (1977) takes an innovative and suggestive approach to the problem of formal evaluation. He offers a conceptual background for developing a plan for "educational programs" rather than for "educational products", and in doing so he recommends, "responsive evaluation".

According to Stake, an educational evaluation is "responsive evaluation" if:

1. it orients more directly to program activities than to program intents;
2. it responds to audience requirements for information; and
3. the different value-perspectives present are referred to in reporting the success and failure of the program.

The two "basic acts" of evaluation according to Stake, are:

1. Objective descriptions of goals, environments, personnel, methods and content, and outcomes.
2. Personal judgments as to quality and appropriateness of those goals, environments, personnel, methods and outcomes. Both the acts, "description and judgment" are essential; if educational programs are to be understood and improved.

CRITERIA

PROGRAM DESCRIPTION

7. Necessary Activities

The TEC evaluation includes evidence of an examination of necessary activities such as: ____

a. Inservice training needs as perceived or identified by classroom teachers, principals, school district personnel, university personnel and other concerned groups ____

b. The training processes which are based on assessment of needs ____

c. Identifying and coordinating human and material resources for inservice education ____

d. Utilizing resources and experiences for clinical preservice teacher education ____

e. Facilitation of the entry or re-entry of educational personnel into the teaching profession ____

8. Achievement

The TEC Council examines the extent and adequacy of TEC program achievement in relation to: ____

a. Specific objectives ____

b. The intended effects ____

c. The unanticipated effects of TEC programs ____

Criteria: No. & Item	COMMENTS

SECTION D: ASSIGNMENT OF RESPONSIBILITY IN EVALUATION

CONCEPTUAL VIEW

Finally, a related question to the issue of evaluative criteria: Who evaluates? Scriven (1967) suggested that staff or team evaluators be heavily involved in the formative stage while an independent body of evaluators with no personal commitment to the product come in and serve as the summative evaluators. Baker (1974) remarked that the persons most qualified to conduct formative evaluation are the development staff themselves. Drummond (1978) commented that one of the norms which characterizes an effective policy-making group is. . . the work of the Policy Board is assessed and evaluated annually by an "outside evaluator".

Anderson, Ball, Murphy and Associates (1975) suggest the use of different opposing strategies by the evaluators, for acquiring useful data and judgments in the process of evaluation. The opposing strategies are:

1. Formative vs. summative -- focusing on feedback for program improvement versus evaluation of the overall outcomes of the program.

2. Comparative vs. absolutist -- judging results in comparison with performance of another group versus judging results in terms of some fixed standards related to program objectives.

3. Internal vs. external -- conducted by members of the program staff versus outside evaluators.

4. Experimental vs. quasi-experimental -- the "true" controlled experiment versus designs with inevitable equivocality caused by the absence of randomization.

5. Extended vs. constrained -- where the evaluator feels a freedom to go beyond the immediate time span and the assumptions of the particular program to be evaluated versus the evaluator restricting his efforts to establish conditions, assumptions, and "real" program time.

In addition to the use of different opposing strategies, Anderson, Ball, Murphy and Associates have listed a number of roles that evaluators may play depending on the situations and personalities of the participants in the process of evaluation. The different roles described are: Evaluator as judge, juror, defendent, attorney, expert witness, detective, social worker, and court reporter.

While commenting upon different roles, Anderson and others, advocate the role of expert witness as a "proper" one for an evaluator. Further they contend:

> To hide one's results and conclusions for fear of attack is regrettable; to hide them and then criticize the final decisions is deplorable; but to present them voluntarily, honestly, and openly --- that seems to us the mark of a professional.

CRITERIA

ASSIGNMENT OF RESPONSIBILITY AND RESOURCES

9. Responsibility for Evaluation

The responsibility for periodic evaluation (formative and summative, internal and external) of TEC oejectives, activities and outcomes is assigned to a TEC Council designated team. Such a team should include: _____

a. persons with professional knowledge and/or experience in design and measurement or evaluation or educational programs _____

b. persons who have recent experience in conducting evaluation at elementary, secondary and university levels. _____

10. Evaluation methods

The TEC Council examines the appropriateness of methods of evaluation used such as: ____

a. feedback from TEC program participants ____

b. feedback from non-TEC program participants ____

c. perceptions and opinions of program implementers or administrators ____

d. comments or observations of an external assessment team ____

e. use of standardized or criterion reference tests or instruments, where appropriate ____

f. formal classroom observations ____

11. Adequacy of documentation

The TEC Council examines the adequacy of the documents developed for and used in evaluation. Such documents include:

a. objective description of intended goals and outcomes ____

b. the personal judgments of members of a TEC Council, designated team regarding the quality of intended goals and outcomes ____

c. the objective descriptions of achieved goals and outcomes ____

d. the personal judgments of members of a TEC Council designated team regarding the quality of achieved goals and outcomes ____

12. Adequacy of resources available

The TEC Council annually examines the adequacy of resources available for evaluation in comparison to resource priorities and other activities to meet _____

a. the cost of services rendered and materials provided in the process of internal evaluation _____

b. the cost of services rendered and materials provided in the process of external evaluation _____

13. Availability of outside resources

The TEC Council examines the availability of outside resources to support _____

a. the internal evaluation of TEC programs _____

b. the external evaluation of TEC programs for improving the quality of education _____

Criteria: No. & Item	COMMENTS

V. RECOMMENDATIONS

All the TEC visitation team participants were provided with an opportunity to give general comments on the process used for developing the criteria for TEC evaluation and make recommendations, if any, about TEC program evaluation.

The participants of the first team made a few comments about the nature of the checklist used, the time allotted for developing the criteria, and the small group arrangement utilized in the process of the development of criteria for TEC evaluation. The investigator took into consideration all the comments and made necessary modifications during the revision process.

Actions Recommended

The participants of the team visitation recommended the following action through their small group reports:

- Evaluation criteria should be sent to State TEC Council for review.
- State-wide recommendations should emanate from their review of all local evaluations.
- Sufficient training should be provided to evaluators using the criteria.
- A copy of printed material used and developed should be sent to each participant.
- An on-going training program for council members should be organized.

- This process should be used as evaluation by TEC councils.
- This model should be continued throughout the state as a way of understanding and evaluating TECs.
- The model should be kept flexible and general.
- Feedback and revised criteria should be provided to the participants.

Actions Taken

At the State TEC Council meeting held on June 12, 1978; the council members exhibited their interest in the dissertation topics on TEC evaluation submitted by Cyndee Hutchinson and Zohra Setranjiwalla and moved:

> . . . that Council endorse the efforts of both Cyndee and Zohra, do what is possible to assist them, if no more than to provide a letter of endorsement which might be used by them as they work with local centers.

Motion was passed unanimously.

On February 8, 1979, the State TEC Council members devoted their morning session towards the TEC evaluation process; and participated in the development of critria for TEC evaluation, presented by the investigator.

The following day, February 9, 1979, the State TEC Council reconvened after lunch to consider reports. Chairman Wilk (State TEC Council) stated that he had told Zohra Setranjiwalla that her work had been helpful to him in thinking about our problems of evaluation of TEC's. He asked for permission to place on the table a motion which he had circulated

earlier in the day. It was further stated that he had asked Zohra if she might participate along with Bill Drummond, a subcommittee of the Council, and a consultant with expertise in the area of evaluation, in the preparation of a plan for the Council to consider on how evaluation might take place. It was also proposed that the plan would be prepared and distributed to the Council prior to the next meeting. The motion was read, seconded by Mr. Larson and passed unanimously.

Motion *

That the Council authorize the Chairperson to appoint a subcommittee from the Council membership and such other consultants as essential to develop a plan for answering two questions:

1. How well does the State Council judge Florida's Teacher Education Centers to have accomplished the purposes for which the Legislature established them?

2. How well does the State Council judge Florida's Teacher Education Centers to have developed and utilized their own evaluation procedures in maintaining or improving their programs and operations?

The plan should answer three questions:

1. What data needs to be provided to whom, by whom and when?

2. What criteria would be used as a basis for evaluating the data?

3. What process(es) would be used in evaluating the data against the criteria?

* Minutes of the State TEC Council, February, 1979 .

Actions Planned

A meeting of the sub-committee of the Advisory Council on Teacher Education Centers to assist in the development of an evaluation plan was held on March 9, 1979, at Gainesville, Florida. Dr. Wilk, the Chairman of the State TEC Council, presented a tentative plan of action for performing the following essential functions in evaluating TEC programs:

1. Establishing program priorities (policy-making)
2. Organizing or developing program resources (management)
3. Achieving program outcomes (educational)

Further, the members of the sub-committee prepared a tentative plan for the preparation, administration and execution of TEC evaluation drafts.

The sub-committee members also discussed the major components to be included in the TEC Evaluation Plan, such as:

1. The role of the State TEC Council
2. The nature of the evaluation process
3. Documentation
4. The performance of the evaluation

Finally, Dr. Wilk expressed his appreciation for the assistance provided by Dr. Drummond and Ms. Setranjiwalla in the development of criteria for evaluation of TEC programs, and stated his intention to have the TEC evaluation draft on the set of developed criteria presented in Part IV of this report.

APPENDICES

APPENDIX A-1

June 12, 1978

A PROPOSED STUDY TO EVALUATE TEACHER EDUCATION CENTER PROGRAMS IN FLORIDA

The teacher center movement in the State of Florida represents a significant effort to improve public education. Greater attention should be given to evaluating the programs carried out in Teacher Education Centers and monitoring the collaborative process used in teacher education center approaches (FTEC: A Review of Policy and Policy Implementation, May 1977). This creates a need for developing qualitative procedures for program evaluation which will foster an understanding of the objectives, activities, standards and judgments followed in carrying out the TEC programs in Florida and also provides a means for self study and self improvement. The proposed study is designed to fulfill that need.

Such an evaluative effort will consider seven major components: Program purposes, content, environments, methods, intended changes, standards and judgments. An attempt will be made to answer the following questions:

1. What is the rationale behind TEC programs? How are major goals and priorities set? What efforts are made to improve TEC programs?

2. What strategies are being used in making decisions? How are schools and community resources utilized in TEC programs? What are TECs doing to facilitate collaboration in decision-making?

3. In carrying out their missions what changes are hoped for or intended through TEC programs and activities? To what extent are TEC programs congruent with and reflective of the diverse needs and interests of the teachers and pupils they serve?

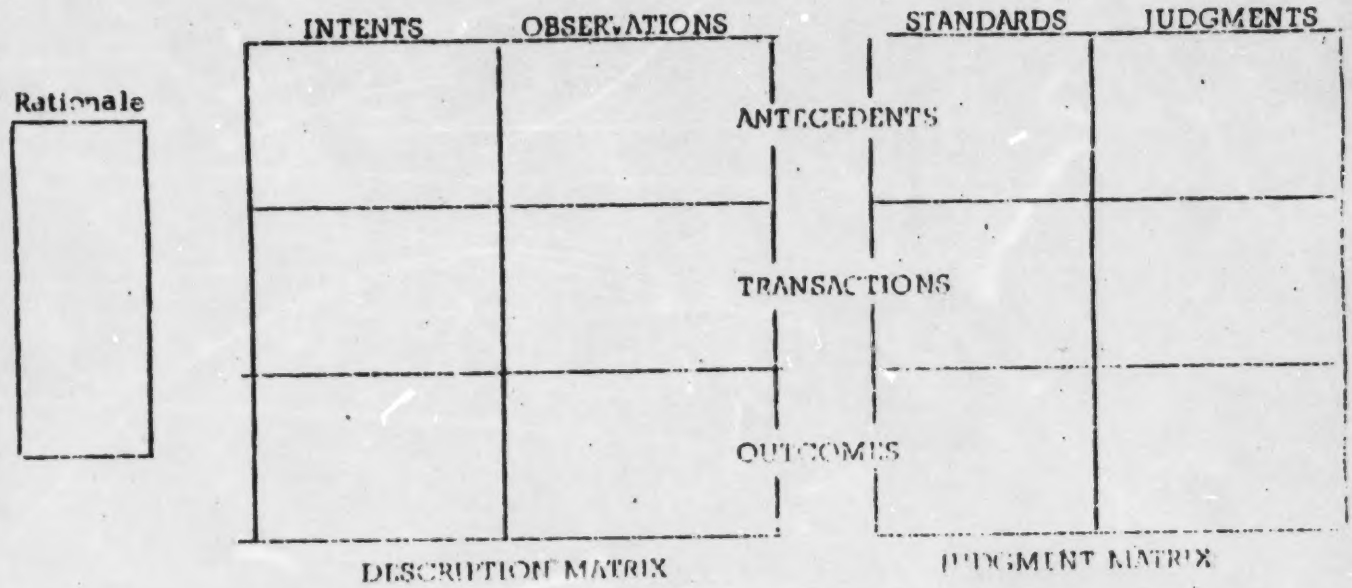
4. How are TEC programs evaluated? What evaluative criteria are being utilized for improving TEC programs? How are feedback data being used?

5. How are programs judged: (1) by those who are involved with them and (2) by those who have expertise in the program areas? What is the ultimate rationale behind their judgment?

PROCEDURE

A layout of statements and data will be collected by the evaluator using the following Data Matrices:

DATA MATRICES



The teacher education center programs will be evaluated, using a case study approach and Stake's model.

This study is designed to last one year and intends to produce a final report in the form of a book-length manuscript ready for publication entitled: Florida Teacher Education Center Programs (An Evaluative Study).

An anticipated budget estimate is as follows:

CONCEPTUAL EVALUATION PLAN

Areas of Investigation	Research Questions	Data Set	Evaluation Procedures (Criteria to be Proposed)
Rationale for Evaluation	1. What is the rationale behind the various TEC programs? What are the specific objectives of these programs? What efforts have been made to evaluate goals and objectives of the TEC programs? 2. What activities are carried out to achieve the intended goals and objectives in the TECs? Are the activities and programs being implemented as intended? How might the status of TEC activities be described and summarized?	Primary and Secondary Objectives, Priorities Implementation, Actual and Intended Effects	
Data for Evaluation	3. How are decisions being made in TECs? What methods or strategies are being utilized? How are decision-making processes evaluated? 4. What criteria are used in evaluating TEC programs? How are data being fed back into planning and decision-making?	Nature of Decision Making Process, Beneficiaries, Use of Feedback	

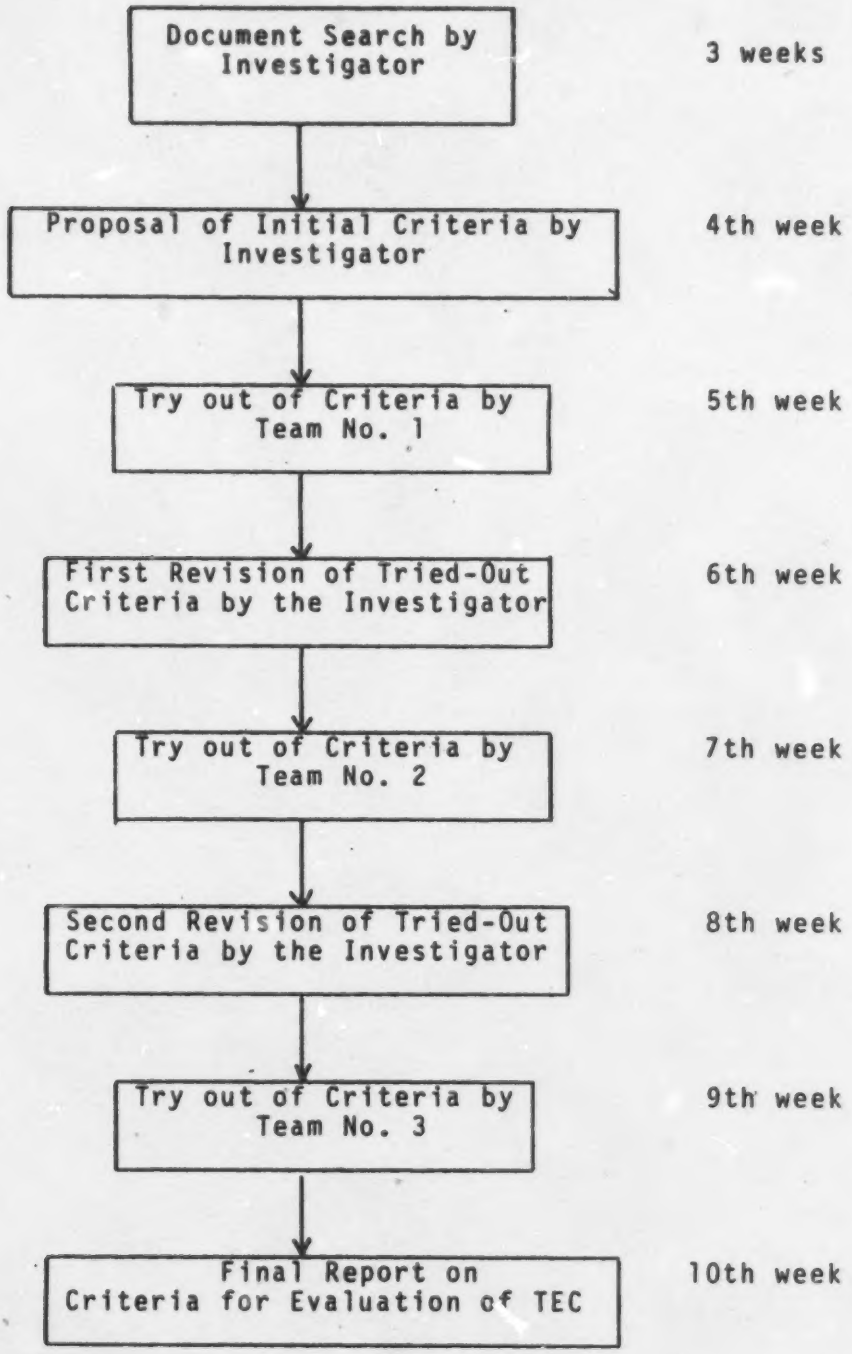
CONCEPTUAL EVALUATION PLAN
(continued)

Areas of Investigation	Research Questions	Data Set	Evaluation Procedures (Criter to be Proposed)
The Evaluator	5. How are programs judged: (1) by those who are involved with them? and (2) by those who have expertise in program areas? What seems to be the ultimate rationale behind their judgements?	Role, Number, Qualifications, Experience, Training, Activities and Duties	
The Design of Evaluation	6. To what extent do the TEC programs include the seven prescribed features required by law (Sec. 231.603 (2), F.S.)? 7. Are annual evaluation reports being submitted which fulfill the intent and requirement of the law (Sec. 231. 608 (1), F. S.)? Are there constraints to the evaluation and submission processes?	Measures used, Cognitive and non-cognitive results	
Resources and Facilities for Evaluation		Total cost, Salary, Material, Equipment, Associated Services	

APPENDIX A-3

ACTION PLAN FOR 10 WEEKS

(12-1-78/2-15-79)


Document Search by Investigator
3 weeks
Proposal of Initial Criteria by Investigator
4th week
Try out of Criteria by Team No. 1
5th week
First Revision of Tried-Out Criteria by the Investigator
6th week
Try out of Criteria by Team No. 2
7th week
Second Revision of Tried-Out Criteria by the Investigator
8th week
Try out of Criteria by Team No. 3
9th week
Final Report on Criteria for Evaluation of TEC
10th week

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE

RALPH D. TURLINGTON
COMMISSIONER

CAREY E. FERRELL, JR.
DIRECTOR
DIVISION OF PUBLIC SCHOOLS

December 7, 1978

Dear Director:

It gives us great pleasure to inform you that your center has been selected as a practical base for development of criteria for evaluation of TECs in Florida. A set of criteria has been developed by Dr. Zohra Setranjiwalla under the able guidance of Dr. W. H. Drummond. A visiting team would be happy to try out the developed set, at your site. A tentative plan is as follows:

Tentative Plan for Team Visiting

1.	Number of teams and number of members	3 teams consisting of 7 members each 3 x 7 = 21 members
2.	Nature of representation on each team	1 member from school district 1 member from DOE 1 member from university 1 member from teacher organization 3 members - school teachers
3.	Time schedule and centers	June 11 1979 Alachua Team No. 1 Jan. 18 1979 Northeast Team No. Jan. 25 1979 Polk Team No. 3
4.	Functions of team members	Try out the proposed criteria at the site and submit their comments on criteria.
5.	Budget	The necessary travel and per diem will be paid to each visiting team member.

As you are aware, a systematic evaluation of TECs in Florida is

An equal opportunity employer

the major concern with all of us. The proposed project "Development of Criteria for Evaluation of TECs", has been endorsed by the members of the State Council for Teacher Education Centers in the last February meeting and it has also been resolved that the said project should receive adequate and necessary support from all the TEC Council members in Florida.

We request you to approve our plan and seek the necessary cooperation from your TEC Council members to assist us in our team visit. We hope to succeed in our endeavor with your cooperation and guidance.

Please contact us at (904) 372-2392 for further information.

Sincerely yours,

James Parris

James Parris, Associate
Teacher Education Centers

Zohra Setranjiwalla
University of Florida

CREATE VISITATION
FOR DEVELOPMENT OF CRITERIA FOR EVALUATING TEC PROGRAMS

January 11, 1979 10:00 - 3:00

Visiting Team

James Croteau	Leon County TEC
James Parris	Department of Education
Bob Rothberg	Central Florida University
Rod Davis	FEA
Charlotte Springfield	Leon County
Frances Stewart	Osceola County
John Beall	Osceloa County
Bill Drummond	University of Florida

CREATE Council Member Representatives

Faye Cake	Director
Louis Dunbar	Teacher
Jean McCall	Teacher
Diane Pavonka	Teacher
Karen Jeeter	Teacher
Bob Van Winkle	Principal
Lamar Simmons	Principal
Bill Evans	Alachua County Schools
Sally Larson	Citizen
Charles Henderson	University of Florida

Session Leader

Zohra Setranjiwalla	University of Florida

NORTHEAST TEC CONSORTIUM VISITATION
FOR DEVELOPMENT OF CRITERIA FOR EVALUATING TEC PROGRAMS

January 17, 1979 10:00 - 3:00

Visiting Team

Jean Horton	Mideast TEC
Art Collier	Department of Education
Tim Sullivan	University of Central Florida
Molly Sample	FTP
Jan Lord	Mideast TEC
Janet Keskiner	Clay County
Steve LeGrande	Clay County
Bill Drummond	University of Florida

Northeast TEC Council Member Representatives

Mike Purrington	Director
Craig Benson	Administration
Dick Conkling	Administration
Betty Crippen	University of North Florida
Valdine Bassett	Teacher
Wayne Erickson	Teacher
Molly Wilkinson	Teacher
Preston Hardin	Teacher
Lucille Payne	Administration

Session Leader

Zohra Setranjiwalla	University of Florida

APPENDIX B-4

POLK COUNTY TEC VISITATION
FOR DEVELOPMENT OF CRITERIA FOR EVALUATING TEC PROGRAMS

January 25, 1979 10:00 - 3:00

Visiting Team

Ward Thomas	Pinellas County
Lou Morelli	Department of Education
P.C. Wu	University of West Florida
Claudia Thomas	FTP
Ermil Stohler	Collier County
Judy Westfall	Pinellas County
Robert Peary	Highlands County
Bill Drummond	University of Florida

Polk County TEC Council Member Representatives

Bill Wooldridge	Teacher
Marvin Holt	Teacher
Joe Stevens	Teacher
Betty Longerich	Teacher
Greta Jones	Teacher
Gene Curry	Principal
Tess Dull	Administration
Marie Whitney	Administration
Jim Dickinson	University of South Florida
Myra West	Citizen
Jim Miles	Director

Session Leader

Zohra Setranjiwalla	University of Florida

APPENDIX B-5

STATE TEC COUNCIL EVALUATION TEAM

February 8, 1979 Tallahassee, FL

GROUP 1

Mrs. Gwendolyn C. Batie	Teacher
Mr. Ralph A. Hinkle	Principal
Dr. Finn Groover	Department of Education
Dr. Roger Wilk	College of Education

GROUP 2

Mrs. Margaret Cash	Teacher
Ms. Beverlyn S. Baines	Teacher
Mrs. Marie Kohler	Department of Education

GROUP 3

Mr. Phil Larson	Teacher
Mrs. Joy Mercer	Teacher
Dr. L. Linton Deck	Superintendent
Mrs. Rayma Page	School Board Member

GROUP 4

Mrs. Marvalene Sage	Teacher
Mr. Ermil Stohler	Teacher
Dr. Robert Hendricks	College of Education

Session Leader: Zohra Setranjiwalla University of Florida

SUMMARY OF TEACHER EDUCATION CENTER ANNUAL REPORTS 1977-78

1. CENTER OPERATION:	Alachua	Baker	Bay	Clay	Collier	Columbia	Hamilton	Hernando	Leon	Madison	Manatee	Nassau
Staff FTE:												
Director	1.0	1.0	1.0	0.5	1.0		0.1	0.4	1.0	0.4	0.75	0.35
Other Prof. Staff	0	0	0	0	0		0	0.6	0.5	0	0	0
Secretarial	1.0	0	1.0	0.5	0.5		0.1	1.0	1.5	0.2	1.0	0.65
Other	0	0	0	0	0		0	0	0	0	0	0
Council Membership	17	33	15	12	23	11	11	19	45	17	15	20
Council Meeting (No.)	9	2	5	10	9	7	2	11	10	6	10	6
Meeting Held:												
During School Day		X	X			X	X	X	X		X	X
After Hours, Compensated	X	X		X					X	X		
After Hours, No Comp.					X	X						
2. OBJECTIVES:												
Number Met	2	3	10	3	3	6		5	12	7	3	4
Number Unmet	1	0	0	0	0	3		1	2	0	0	0
Will Meet 78-79	1	0	0	0	0	3		1	1	0	0	0
3. PARTICIPATION:												
No. Programs/No. Participants												
Classroom Teachers	60/800	15/420	215/5400	50/1972	34/3386	2/13		30/531	302/4025	30/601	77/3536	37/736
Other School based Professionals	5/50	5/24	0/0	1/22	10/1252	1/1		4/113	18/322	8/31	8/120	1/30
Non-Certificated	2/80	5/81	14/600	4/221	12/528	0/0		3/75	7/200	0/0	10/200	4/321
District Adm/Supvr.	3/25	5/11	119/400	2/46	6/430	0/0		2/16	19/290	0/0	5/120	1/44
University and CC	1/10		0/0		2/6	1/1		0/0		0/0	0/0	0/0
Interns	1/511		1/97			0/0		10/10	7/343	0/0		0/0
Volunteers	2/100	1/4	1/1000			0/0		0/0	2/14	0/0	3/100	1/12
Other Community Reps.			0/0			0/1		0/0		0/0	0/0	0/0
4. REVENUE AND EXPENDITURES:												
Revenue												
76-77 Carryover	3,397	5,317	17,680	17,694	0	0		0	53,172	0	0	14,572
77-78 FEFP Funds	115,569	17,567	107,620	83,398	68,620	1185		30,407	117,223	16,738	63,000	37,126
Other Funds	18,545	2,000	15,561	0	23,185	0		2,843	0	562	0	0
Total	137,511	24,884	140,861	101,092	91,805	1185		33,250	170,395	17,300	63,000	51,698
Expenditures												
Object 100	47,132	13,616	16,569	34,372	25,799	0		7,470	57,424	0	19,004	18,595
Object 200	5,018	2,018	2,566	4,783	3,929	0		1,047	7,847	0	4,751	2,863
Object 300	27,081	5,971	68,051	22,278	58,975	0		22,952	22,497	5,603	24,458	11,660
Object 500	10,490	249	2,479	7,898	1,994	0		1,692	4,334	1,771	1,548	3,526
Object 600	0	0	405	4,662	1,108	0		89	267	0	0	0
Object 700	33,015	0	35,581	107		0		0	15,813	6,105	13,239	1,925
Object 800	538	0	0	0		0		0	0	0		0
Total	123,274	21,854	125,651	74,100	91,805	0		33,250	108,182	13,479	63,000	38,569
Carryover to 1978-79	14,237	3,030	15,210	26,992	0	1185		0	62,213	3,821	0	13,129
Portion of $5 FEFP Available to TEC	4	5	5	5	5	4		5	5	5	3	3

HAMILTON CENTER was approved in February 1978

1. CENTER OPERATION:	Okaloosa	Osceola	Pinellas	Polk	Sarasota	Seminole	Union	Walton	Mid-eastern	NEF TEC	PAEC	South West	Tri County
Staff FTE:													
Director	1.0	0.3	1.0	1.0	1.0	1.0	1.0	0.5	1.0	1.0	1.0	1.0	1.0
Other Prof. Staff	1.0	0	1.0	1.0	1.0	6.0	0	0	0	0	10.0	1.0	0
Secretarial	2.5	1.0	3.0	2.0	2.0	0.5	1.0	0.5	1.0	1.0	5.0	1.0	1.0
Other	0		1.0	1.0	0		0	0	0	0	4.0	1.5	
Council Membership	17	12	31	21	17	23	13	13	13	16	25	30	32
Council Meeting (No.)	12	16	10	10	8	5	6	12	7	7	6	12	7
Meeting Held:													
During School Day		X	X	X	X	X	X	X	X	X	X	X	
After Hours, Compensated	X	X											X
After Hours, No Comp.													
2. OBJECTIVES:													
Number Met	12	41	5	28	3	5	2	11	12	3	4	4	17
Number Unmet	0	17	3	5	0	1	0	2	0	0	0	0	2
Will Meet 78-79	0	0	0	0	0	1	0	2	0	0	0	0	0
3. PARTICIPATION:													
No. Programs/No. Participants													
Classroom Teachers	52/1100	284/1500	206/10883	137/17600	183/6810	104/8675	30/78	23/528	82/1551	121/1315	205/1200	101/6538	77/1156
Other School based Professionals	6/84	701	44/3082	6/1750	183/1102	20/400	2/5	14/170		16/40	205/300	19/437	
Non-Certificated	3/175	1/48	18/2697	8/1600	17/1215	14/174	5/25	5/81	8/150	18/112	205/200	3/278	4/155
District Adm/Supvr.	4/27	3/79	22/1965	6/300	183/185	20/119	2/5	3/7	3/66	15/147	180/150	2/30	2/15
University and CC	2/3	0/0		3/8	2/6		0/0			0/0	0/0		
Interns	1/60	2/14		1/320			0/0	1/2	1/1	0/0	0/0	6/32	
Volunteers	0/0	0/0	2/35	69/3141		25/1000	1/7	0/0	1/29	0/0	0/0	10/221	
Other Community Reps.	5/5	0/0	2/31	5/150				0/0		0/0	0/0	4/67	
4. REVENUE AND EXPENDITURES:													
Revenue													
76-77 Carryover	0	13,684	306,938	77,657	125,665	0	1,435	0	7,951	18,194	11,814	3,240	21,638
77-78 FEFP Funds	79,200	41,000	486,039	215,354	10,950	276,968	7,232	19,350	46,554	83,099	71,421	134,725	45,849
Other Funds	0	0	0	0	0	0	0	0	712	0	0	21,410	0
Total	79,000	54,684	793,037	293,011	136,615	276,968	8,667	19,340	55,217	101,293	83,235	152,895	67,487
Expenditures													
Object 100	23,042	7,433	212,656	99,080	73,365	183,378	396	10,684	27,540	30,287	0	53,575	11,681
Object 200	4,562	1,363	33,389	14,283		26,987	50	607	4,533	5,076	0	8,155	1,724
Object 300	21,171	23,378	38,513	78,746	42,250	41,418	7,896	5,535	7,530	40,247	23,363	60,036	25,534
Object 500	19,188	6,015	71,667	32,022		13,483	96	1,157	1,626	13,000	482	6,816	2,290
Object 600	179	394	9,824	14,163	3,748	2,359	0	1,217	832	1,000	104	3,727	1,695
Object 700	0	10,786	140,980	11,637		9,343	0	150	7,984	7,000	47,123	148	5,760
Object 800	0	0	12,335	2,355	17,252		0	0	233	0	0	0	0
Total	68,143	49,369	519,364	252,286	136,615	276,968	8,438	19,350	50,278	96,610	71,072	132,457	48,684
Carryover to 1978-79	11,057	5,315	273,673	40,725	0	0	229	0	4,939	4,683	12,163	20,438	18,803
Portion of $5 FEFP Available to TEC	3	5	5	5	5	5	3	5	1.50	3	3	3	3

APPENDIX C-2

SESSION 1

10:30 - 11:10 (40 minutes)

1.	Have an Overview of the Concepts: a. Teacher Education Centers - A Concept b. Rationale for Program Evaluation	5 minutes
2.	Respond Individually to Criteria Items in Section A, using the given. a. Instructions b. Groundrules c. Questions	10 minutes
3.	Share and discuss your responses within a small group & prepare a group report	15 minutes
4.	Share the group reports	10 minutes

COFFEE BREAK 11:10 - 11:25

SESSION 2

11:25 - 12:20 (55 minutes)

1.	Have an Overview of the Concept: Extent of Collaboration & Participation	5 minutes
2.	Respond individually to criteria items in Section B using the given a. Instructions b. Groundrules c. Questions	15 minutes
3.	Share and discuss your representation a small group & prepare a group report	20 minutes
4.	Share the group reports	10 minutes

SESSION III 12:20-1:00 (40 minutes)

1.	Have an Overview of the Concept: Program Description	5 minutes
2.	Reppond individually to the criteria items in Section C, using the givens a. Instructions b. Groundrules c. Questions	10 minutes
3.	Share and discuss your responses within a small group and prepare a group report	15 minutes
4.	Share the group reports	10 minutes

LUNCH BREAK 1:00 - 1:45

SESSION IV

1:45 - 2:40 (55 minutes)

1.	Have an Overview of the Concept: Assignment of Responsibility & Resources	5 minutes
2.	Respond individually to the criteria items in Section D, using the givens a. Instructions b. Groundrules c. Questions	15 minutes
3.	Share and discuss your responses within a small group and prepare a group report	20 minutes
4.	Share the group reports	10 minutes

RECOMMENDATIONS FROM GROUPS 2:40 - 3:00

STATE TEC COUNCIL EVALUATION TEAM
February 8, 1979
Session Plan

10:30 - 10:40	Welcome and Introduction
10:40 - 11:10	Develop the Criteria and Respond Individually Keeping in Mind Given A. Instructions B. Ground Rules C. Questions
11:10 - 11:40	Discuss the Criteria Within a Small Group and Prepare a Group Report
11:40 - 11:50	Share the Group Reports

AN OVERVIEW

The proposed criteria are to be developed by a selected group of Florida educators, the Florida Department of Education and the members of the State Council on Teacher Education Centers to assist local teacher centers in evaluation of TEC programs in compliance with the Teacher Center Act of 1973 (Section 231.608, Florida Statutes).

The law provides for the evaluation of teacher education center objectives and activities through an annual report submitted to the State Council for Teacher Education Centers, and also establishes requirements for the State Council to review the annual reports and submit the evaluation to the appropriate authorities.

Thus, the proposed criteria are to be developed exploring four essential areas in TEC evaluation: (1) the rationale (2) the extent of collaboration and participation (3) the description of programs or activities and (4) the adequacy and availability of resources.

PURPOSES

There are two purposes to be achieved through our cooperative endeavor:

1. To develop criteria for evaluation of teacher education centers.
2. To develop criteria for evaluating the evaluation activities of TECs.

OBJECTIVES:

We hope that the use of the developed criteria will enable the local teacher education centers and the members of the State Council on TECS:

1. To identify reasons for TEC program evaluation
2. To determine the extent of collaboration and participation by different role groups
3. To examine the extent and adequacy of achievement in relation to the TEC activities
4. To identify needed resources for TEC evaluation
5. To develop recommendations for the improvement of TEC programs.

ASSUMPTIONS

In addition to the purposes and objectives, two basic assumptions may help and guide our cooperative endeavor, for TEC program evaluation.

1. A collaborative effort, including teacher organizations, universities, state department of education and school administrations is essential for the improvement of TEC programs.

2. Reconceptualizing the teacher education center evaluation process is timely.

ACTIVITIES

The task before us is to develop the proposed criteria by sharing experiences, knowledge and ideas on TEC program evaluation. Each participant is expected to engage in five activities:

1. Have an overview of the concepts
2. Respond individually to criteria items
3. Share your responses within a small group
4. Discuss how the criteria items might be improved
5. Prepare and share small group reports

Four sessions are planned for the development of proposed criteria. Each session agenda will clarify the activities and ground rules to be considered while developing the criteria.

Finally, to all who have attended, both the visiting team and the TEC Council members at the site, I wish to express my sincere thanks for the splendid interest shown and the efforts you have made to give of your valuable time in this collaborative effort. My special appreciation and thanks are extended to my Guru (professor) Dr. W. H. Drummond, for his untiring efforts in "shaping me up" and patience and encouragement offered during the process of developing the proposed criteria. As you all may know, I am, after all, "a foreigner" -- to him.

APPENDIX D-2

RATIONALE FOR PROPOSED CRITERIA

1. The proposed criteria are developed to help teacher education center councils in evaluating their programs and to facilitate evaluation activities as outlined in Section 231.608 of Florida Statutes. These criteria are developed not only to examine the worth, effectiveness and adequacy of TEC programs, but also to obtain information useful for program improvement. Data generated by these criteria should provide assistance to those who are responsible and interested in the improvement and the quality of TEC programs.

2. An urgent need for the development of evaluation criteria and procedures has been emphasized in a report entitled, "A Review of Policy and Policy Implementation" published by the Department of Education (May 1977). It was recommended: the Commissioner of Education should assign, as a priority activity, the development of procedures for systematic evaluation of teacher education center programs, fulfilling evaluation functions outlined in Statute.

3. An examination and review of existing State and TEC records reveals that (1) there have been no standards or criteria to evaluate teacher education centers, and (2) reports from TECs emphasize quantitative rather than qualitative assessments. The proposed criteria are developed to assist in developing qualitative measures.

4. The proposed criteria call for TEC councils to develop Statements of Policy* regarding evaluation. These statements should include at least four requirements for evaluation: (1) rationale for TEC evaluation, (2) extent of collaboration and participation, (3) descriptions of programs, and (4) assignment of responsibility and resources.

5. It is hoped that the use of the proposed criteria for the evaluation of TECs will: (1) focus the attention of educational community to reexamine the purpose and the potential of TECs in Florida and (2) stimulate and open communication among and between the groups having a stake in TEC programs and activities, and (3) assist the State Council on TECs in carrying out their legislatively assigned duties and responsibilities.

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* Statements of policy develop in organizations as continuing decisions about how the organization will or should function; they may be viewed as persistent decisions.

INSTRUCTIONS

Steps

1. Read the given concept paper.
2. Read each criterion as a whole.
3. Use the appropriate "letter" given in the checklist section and rate each item in the blank provided.
4. First rate sub-items under each criterion and then rate the criterion as a whole.
5. Write comments using the directions given in the comments section.
6. Share and discuss your responses within a small group and prepare a group report.
7. Share the group reports.

Checklist Section

Each criterion consists of two parts: Checklist and Comments. The checklist has been developed from provisions, conditions or characteristics outlined in Section 231.600 of the Florida Statutes.

The use of the checklist requires five letters:

E Essential

D Desirable

L Limited

M Not essential

N Not applicable

Comments Section

a. Comment upon clarity and essentialness of each criterion.
b. Provide additional items which may be needed to make the criterion complete.
c. Describe any conditions that are omitted or inadequately covered by the proposed criteria.
d. Clarify or amplify items in the checklist.
e. Be sure to number the criterion as well as the item commented upon.

APPENDIX D-3(b)

GROUND RULES IN DEVELOPMENT OF CRITERIA

Criteria are defined as:

> measures against which something can be judged. They may be rules, standards, norms, objectives, or conditions of behavior which are considered to be "good" or "ideal." They provide a description or image of what a valuable program is like, thereby assigning value to given phenomena related to the program.

The reader should remember that judgment is important in using criteria and that criteria are equally important in developing judgment.

1. It is necessary for members of the visitation team to keep in mind the concept of teacher education centers (stated above) when various items of proposed criteria are being checked and developed.

2. When proposed criteria are being developed, factors, such as size, type and location of school, should not be permitted to justify the failure of a TEC council to develop evaluation criteria appropriate to the philosophy, objectives and functions of that TEC.

3. It is necessary to examine the set of given questions regarding the particular criteria in order to clarify the intent and meaning of criteria.

4. The essential criteria for a good criterion are:

1.	Shared Meaning	Means the same to evaluators and persons being evaluated
2.	Generalizable	Applicable to most of the teacher education centers
3.	Practical	Can be used easily to improve operations

QUESTIONS TO BE EXAMINED

An examination of the following questions may assist the visitation team in understanding the intent and meaning of criteria items as they are being developed.

THE PROPOSED CRITERIA	QUESTIONS
A. Rationale for TEC Evaluation 1. Statement of Policy 2. Regularity in Evaluation	What efforts have been made to evaluate TEC programs? What is the rationale for TEC program evaluation?
B. Extent of Collaboration and Participation 3. Collaboration 4. Participation 5. Incentives 6. Role Groups	How are decisions being made in TECs? What methods or incentives are utilized to facilitate participation in TEC programs? Who are the participants?
C. Description of Programs 7. Necessary Activities 8. Achievement	What activities are carried out to achieve the intended goals and objectives in TECs. Are the activities and programs being implemented as intended? Do the activities conform with that of the required law (Section 231.603(2), F.S.)?
D. Assignment of Responsibility and Resources 9. Responsibility of Evaluation 10. Evaluation methods 11. Adequacy of documents 12. Adequacy of resources 13. Availability of resources	Who is responsible for evaluation of TECs. What methods are used in evaluation of TEC programs? How are programs judged (1) by those who are involved with them (2) by those who have expertise in program areas? What seems to be the ultimate rationale in their judgment?

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